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ABSTRACT

Management aids required in strategic planning are divided into three categories: (1) assessing the environment, (2) providing a process for reaching decisions, and (3) presenting criteria to evaluate strategic decisions. A model for scanning the environment has four dimensions that concern economic, social, knowledge-technology, and public policy areas. The point of strategic planning is to monitor the educational climate continuously and comprehensively, and scanning the environment helps to identify possible opportunities, such as social problems requiring action and areas of scientific progress. Two techniques for forecasting include probability-diffusion matrices and values profiling. A seven-step group process for decision-making covers: examining institutional mission, describing the institution, determining environmental forces, determining internal forces, identifying strengths and weaknesses, and specifying priorities. Outlines of considerations for each step are provided, and the initial activities of planning and opening a meeting of institutional representatives are covered. Three hypothetical documents that can be used to invite widespread participation and review in the strategic planning process are included. Criteria and a scale to test plans are also presented. (SW)

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Management Aids and Procedures for Strategic Planning

Staff Report

by:

Robert G. Cope

December 1980

National Center for Higher Education Management Systems

P.O. Drawer P Boulder, Colorado

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Introduction

The management aids required in strategic planning are in three categories: they (1) assess the environment, (2) provide a process for reaching decisions, and (3) present criteria to evaluate strategic decisions.

Thus, this staff report first (Part I) presents a series of aids for assessing the environment, then (Part II) two related management processes are described, and finally (Part III) evaluative criteria along with appropriate forms are presented.

The aids identified are intended to have an intentional built-in flexibility that can facilitate their adaptation. The worst thing a planner could do regarding the aids in this report would be to adopt rather than adapt them. The greatest value will go to those whose thoughts are stimulated and who thus sharpen the techniques according to local circumstances.

- Robert G. Cope
Visiting Scholar
NCHEMS, 1980

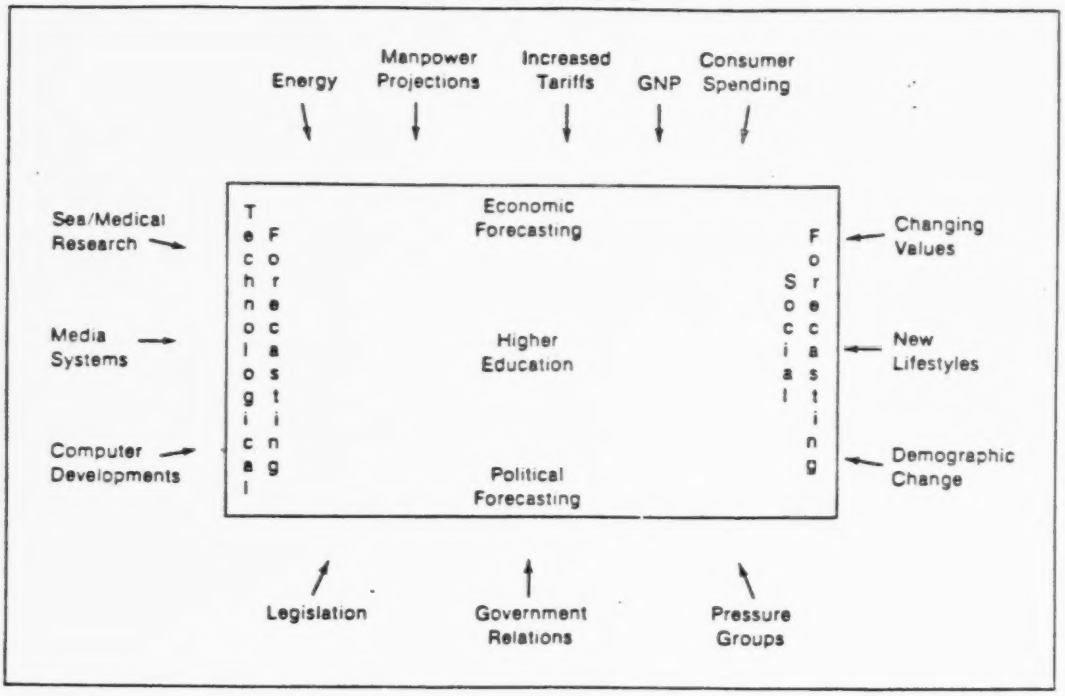
Part I:

Environmental Scanning

This section introduces aids for scanning the environment. A commonly used "model" for thinking about a 360 scanning of the environment has four dimensions which are economic, social, knowledge-technological and--increasingly important--public policy (see illustration 1). Policy developments are, of course,

Illustration 1

CONCEPTUAL REPRESENTATION OF ENVIRONMENTAL CROSS IMPACTS



among the most critical today. Since public policy tends to change slowly and grows through the accumulation of individual events, an office of institutional research simply follows carefully the new ideas that appear in the literature of higher education, keeping a careful track record of those that seem to develop a following. Reports of some of the larger, more influential foundations should be examined for

their ideas and concerns. Likewise, there are certain elected government officials, agency heads, and opinion leaders whose public statements provide useful information when certain ideas reoccur with increasing frequency. Also, observe the budget requests of legislative committees, for they seek funding now for studies leading to legislation in subsequent years.

Certain states tend to be harbingers of change and thus their public policy decisions, either in the legislatures or in the courts, should be monitored. Court decisions, particularly in the Supreme Court, need to be examined closely. The Chronicle of Higher Education, the Futurist, Change Magazine, the London Times Higher Education Supplement, editorials, and the like, along with major addresses at national conferences, are among important sources of futures information.

Missiles and Opportunities in the Literature

These categories are recommended for any colleges' "intelligence" gatherings: automation, science, technology, human resources, economic development, governmental relations, international relations, minority-group relations, urban and metropolitan affairs, population changes, social-class structure and mobility, and values. Scanning the 360° horizon, using the categories above, is likely to reveal a number of ill-defined "blips." To continue the radar analogy, systematic monitoring of each blip on the screen will give policymakers an early warning of possible "missiles."

On the other hand, scanning the environment will also help identify possible opportunities:

- social problems requiring action, e.g., family discontinuities
- major areas of community agitation, e.g., transport
- major areas of scientific breakthrough, e.g., mini-computers
- major areas of emerging social needs, e.g., aids for elderly

- major new opportunities generally, e.g., productivity
- major spending areas, e.g., energy alternatives
- major educational opportunities, e.g., retraining

The point is to stress the need for the purposes of strategic planning to monitor continuously and comprehensively. This can be done through the institutional research function or it can be done interinstitutionally among cooperating institutions. Probably the best example of cooperative, continuous monitoring is in the insurance industry under the leadership of the Institute of Life Insurance which instituted a Trend Analysis Program (TAP) based on a matrix integrating news from publications on one axis, and on the other axis are arranged significant segments of the environment (politics, population, social change). Individual insurance companies are assigned to the responsibility to monitor different cells of the matrix for evidence of trends in that segment of the environment. The monitoring comppanies report regularly to the Institute which synthesizes their observations. Cooperating institutions could monitor the "missiles" and "opportunities" categories identified above with a single institution becoming responsible for summarizing the observations, say, twice per year. A national association (AAHE, NCHEMS, ACE) could provide the same service in conjunction with an annual conference.

One of the most carefully-worked-out schemes for assessing futures related to higher education has been worked out by the Resource Center for Planned Change at the American Association of State Colleges and Universities (AASCU). They have developed a four-sided, cross-impact paradigm that integrates: (1) national trends, (2) local trends, (3) values, and (4) institutional sectors. By institutional sectors, they refer to curricula, faculty, students, public service, and so on. This is planning based upon the perspecrtive of the decade ahead; or as they say "planning from the future for the future (Alm; Buhler-Miko; and Smith 1978)."

Two Techniques for Forecasting

Given the difficulties inherent even in population forecasting, forecasting changes in the remaining environment could hardly be called an exact science. that information, however, is subject to even more systematic gathering, as already suggested, and is amenable to several forms of display. Two less well known techniques include probability-diffusion matrices and values profiling.

1. The probability-diffusion matrix: to predict developments over decades it is useful to think of degrees of relative probability rather than of certainty or inevitability; for in the final analysis the assignment of a probability to a trend or future pattern of related events is a matter of judgment, but one based on weighing known data and cross-checking with expert opinion. Part, if not all, expert opinion can be supplied by the faculty. Cross-checking can be made more exacting by developing a probability-diffusion matrix (illustration 2) in which predictions are stated along a probability axis so that their relative positions can be made apparent.

Illustration 2

PROBABILITY/DIFFUSION MATRIX FOR EVENTS AND TRENDS OCCURRING IN THE UNITED STATES AND WORLD BY 1990

Low Probability								High Probability	
Thermo-nuclear war						8 -% inflation			High Diffusion
					30-hr. work week		Minerals extracted from oceans	Rising levels of education	
			Sky-trains across both oceans			Energy crises	Less traditional higher educ.		
					Third World relatively poorer				
				Retirement at 55			Multi-national unions	3.5-5% unem-ployment	
	Urban riots		Ecological crises			More business-government partnerships			
		Strikes outlawed			Fresh water crises		Localized solar heaters	$4,500 per capita income	
						Regional conflicts			Low Diffusion

*Adapted from Ian H. Wilson, "Socio-Political Forecasting: A New Dimension to Strategic Planning," Michigan Business Review, July 1974, p. 15-25.

It is also useful to assess the probable diffusion of a trend or pattern of events as it affects different populations the college serves. The same trends may have different impacts or no impact on different segments of the population. Again, by plotting predictions along a diffusion axis one makes explicit in a more coordinated fashion the probability of trends, of possible futures.

When these two axes are combined as shown in illustration 2, a greater appreciation for interactive effects and internal consistency should be achieved. The plottings made in this matrix are for purposes of illustration only, thus are offered only to interest the planners in this technique.

A variation of the cross-impact matrix that allows links directly to an institution's strategic emphases is force-field analysis. In a force-field analysis the institution identifies pressures (forces) and links them to the institution's planned responses. For example, a community college's planning team recommended four strategic emphases: (1) develop satellite centers; (2) change student recruiting to emphasize not just more, but different--more heterogenous--students; (3) start an in-house faculty redevelopment program; and (4) expand the lifelong learning programs.* Thesel emphases responded to certain "forces" as illustrated in the left margin of illustration 3.

1Observe that only three of the four recommendations are clearly "strategies," as a faculty development program is not obviously linked to the external environment.

Illustration 3

FORCE-FIELD ANALYSIS*

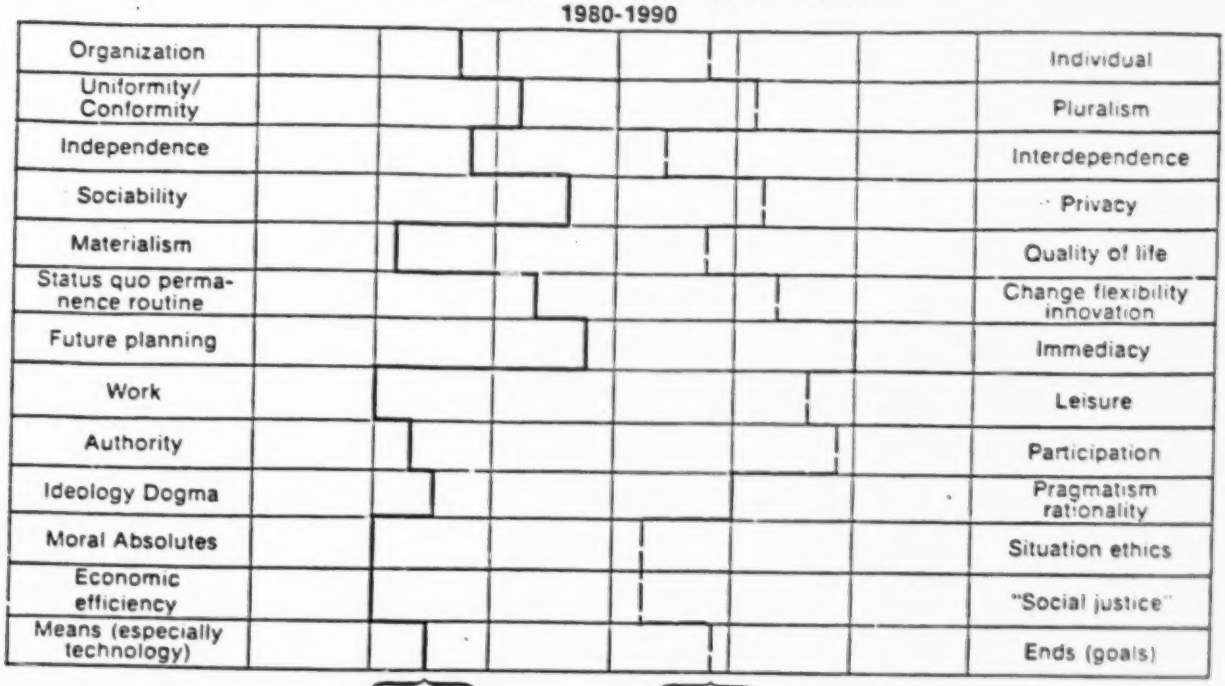
Forces →	Strategic Responses: Satellite Programing	Recruitment of Different Students	Faculty Development	Life Long Learning
85% Tenured Faculty →			X	
Trend Toward Older Citizens in Community →		X		X
Declining Number of High School Graduates →		X		
Declining State Revenues →	X		X	
Long-Term Residential Growth Occuring in Open Lands Away from Central Campus →	X			
State and Local Push for Accountability →			X	
Facility Capacity Underutilized in Afternoon and Evening →		X		X
New Campus Presidential Style as Innovator →	X			X
New Types of Industries →		X		
Many Closed Elementary School Buildings →	X			

*A community college

2. Values profiling: A second device for displaying anticipated changes is the values profile. Here we are trying to illustrate changes in socio-political value systems. Like the other approaches, this device, in chart form (see illustration 4), should be viewed not as a precise measurement, but merely as one more way to consider changes in the environment.

Illustration 4

ESTIMATING VALUE-SYSTEM CHANGES
1980-1990



*Adapted from: Ian H. Wilson, "Socio-Political Forecasting: A New Dimension to Strategic Planning," Michigan Business Review, July 1974, p.15-25.

This chart is made up of contrasting value dimensions (enhancement of one value suggests diminution of the other) tending to shift as each new generation responds to changing conditions with shifting attitudes. Of

course, the change should illustrate the value changes most likely to occur among the segments of the population each college serves--or might serve.

This chart emphasizes value changes likely to occur in the segment of the population higher education has traditionally served--younger men and women coming from homes where there has been a tradition of higher education, of moderate affluence, and of "commitment" to causes. These men and women might be considered the trend setters, the harbingers of change among other segments of the population.

The chart shows two value profiles, present and near-future. The present line represents the approximate balance struck by these trend setters in, say, 1980; the future line represents the approximate balance expected in 1990. The location of these balance points can be determined with some accuracy through a combination of survey research using Likert scales and the Delphi technique using a panel of experts--perhaps futurists.

Competition

An important part of the enviornment is occupies by competing institutions. Multi-dimensional scaling is a useful aid for assessing an institution's position relative to other institutions.

Multi-Dimensional Scaling

A study of 12 public and private colleges and universities in the pacific Northwest demonstrates the concept of multi-dimensional mapping rather well (Leister 1975). The institutions included three public four-year schools, three community colleges, four private four-year schools, one high school with an active vocational-technical program, and one urban private secretarial/ bookkeeping school.

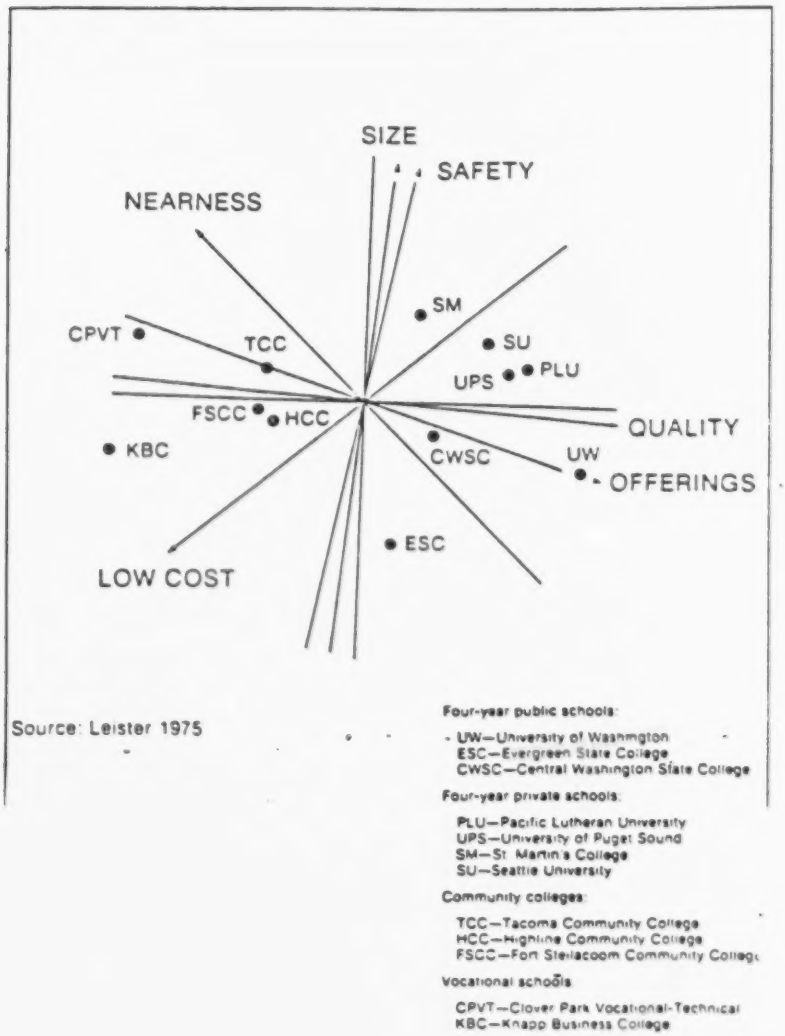
These reflect significant competitors as well as the range of educational offerings to potential students in the Puget Sound region.

The "market place" of each institutiuon was found by asking samples of people to tell where they perceived each of the institutions to be on six dimensions: cost, nearness, size, safety, quality, and offerings. Through a multi-dimensions-scaling statistical technique it is possible to construct aggregate multi-dimensional perceptual maps, a form of which is shown in illustration 5. The author's interpretation of the figure follows:

> The university of Washington is viewed distinctly from the other institutions, but is closest to the other four-state colleges. The four private four-year schools are perceived to be in close proximity to one another, as are the three community colleges. At the far left of the figure are found the vocational-technical school and the secretarial/bookkeeping school. . . . the figure demonstrates the wide perceptual differences that exist among institutions and types (public/private/academic level) of institutions in competition with each other for the educational dollar in western Washington. For example, psychological distance is greatest between the University of Washington (the largest single-campus university on the West Coast, with some 35,000 students).

Illustration 5

JOINT-SPACE MAP OF INSTITUTIONAL MARKET



Environmental scanning when employed as part of fully participating strategic planning management processes offers many interrelated benefits. One might expect these outcomes: help in identifying crucial issues, an aid to goal formulation, an increased appreciation among operating units for how other units interact with each other and with their shared environment, and an enhanced style of thinking that becomes more open to opportunities. Some obvious impacts--as important as they are

easily overlooked--include better communication, focus on directin, and enhanced synergy.

Part II

Management Aids for Decision Processes

The intent of this part is to illustrate two related process techniques that assume teams of knowledgeable, experiences staff, who have sound judgment, a sense of imagination and some nerve and courage can work together with a facilitator to determine where significant strategic priorities lie in a matter of hours. The technique is best illustrated as a step-by-step process.

A seven-step process relies on a number of recently developed imagination-enhancing techniques by Adams, de bono, Prince, Ackoff, and so on, and is augmented by "thought starters" (key words) and synthesizers (blank completing exercises). The seven-step group process is outlined by the diagram that should be placed on a wall to guide the group as it goes through the steps (see illustration 6).*2

2This is a technique Robert Cope has developed and he is experimenting with it at the present time.

Illustration 6

Seven-Step Journey

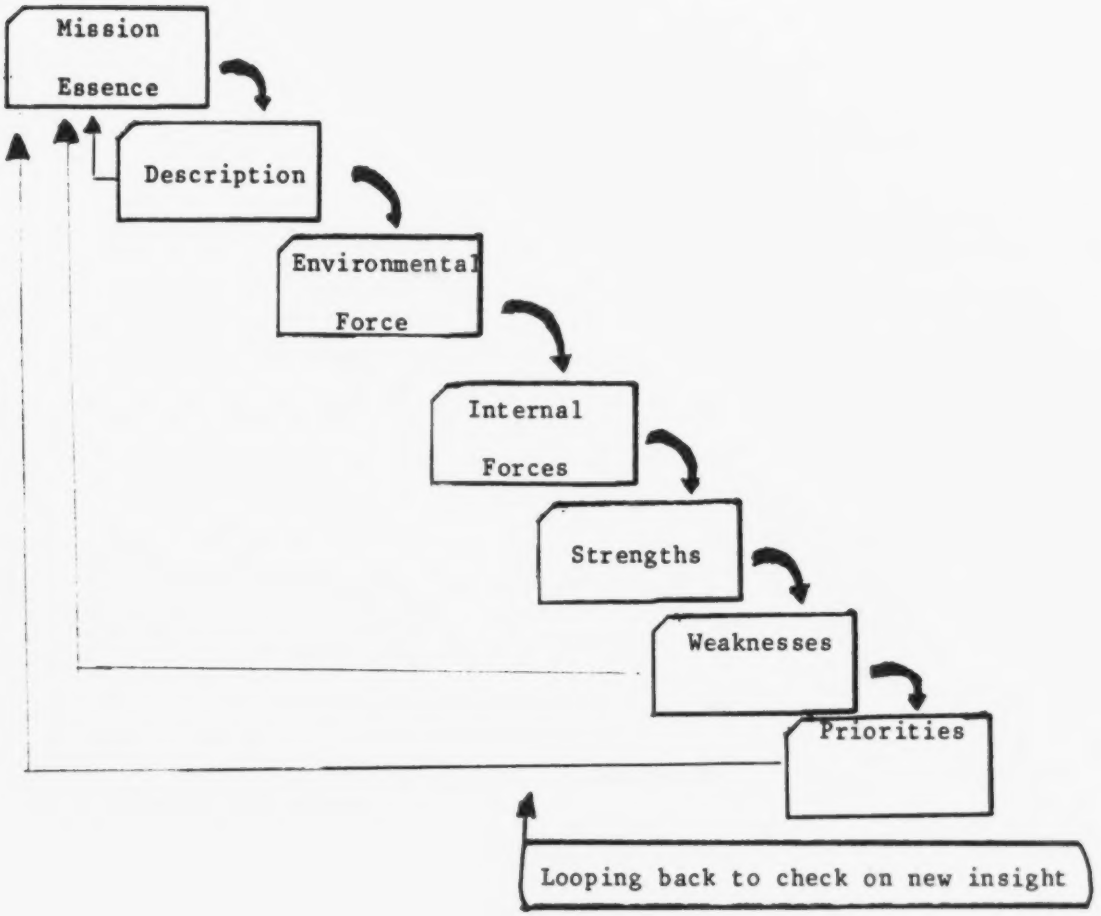


Illustration 7

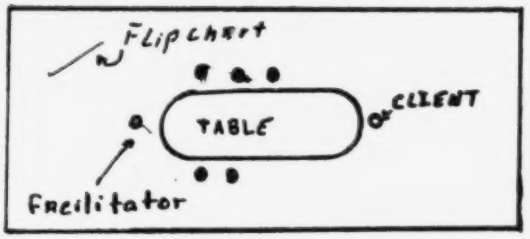
HOW TO START

BEFORE THE MEETING:

1. SELECT THREE TO FIVE MEMBERS OF STAFF WHO HAVE THE ABILITY TO SEE PAST THE INCONSEQUENTIAL QUICKLY. CALL THEM CONSULTANTS.

2. HAVE AN "OUTSIDER" LEAD THE GROUP THROUGH THE STEPS ILLUSTRATED ON THE FOLLOWING PAGES. CALL THIS PERSON A FACILITATOR.

3. CHOOSE A ROOM WITH AT LEAST ONE FLIP CHART.



IT IS USEFUL TO THINK OF THIS PROCESS AS A LOGICAL, PLANNED JOURNEY.

OPENING THE MEETING

THE "CLIENT"* OPENS THE MEETING EXPLAINING THE PURPOSES3 OF THE MEETING:

1. REVIEW THE INSTITUTION'S ACTIVITIES TO GET A CLEARER DEFINITION OF THE ESSENCE OF WHAT MUST BE DONE TO BE SUCCESSFUL, AND

2. IDENTIFY THE MAJOR ISSUES OR FORCES PRESSURING THE INSTITUTION, AND

3. DETERMINE WHAT STRATEGIES OR SPECIFIC ACTIONS ARE MOST IMPORTANT FOR THE IMMEDIATE FUTURE (THREE TO FIVE YEARS).

THEN THE CLIENT INTRODUCES THE FACILITATOR, WHO EXPLAINS WE ARE ALL HERE TO HELP THE CLIENT, AND WE WILL, OVER THE NEXT TWO TO THREE HOURS, GO THROUGH THE FOLLOWING STEPS:

- RE-EXAMINE THE ESSENCE OF THE INSTITUTION
- DESCRIBE THE INSTITUTION
- DETERMINE FORCES IN THE ENVIRONMENT
- DETERMINE FORCES IN THE INSTITUTION
- IDENTIFY SALIENT STRENGTHS
- IDENTIFY PARTICULAR WEAKNESSES
- DETERMINE THE MOST IMPORTANT NEXT STEPS/STRATEGIES/ACTIONS TO TAKE

3Client: Whomever is served by the ideas generated by the group. It could be the college president or director of planning....

Illustration 7 (cont.)

STEP ONE: ☐

- RE-EXAMINE THE ESSENCE OF THE INSTITUTION
- DESCRIBE THE INSTITUTION
- DETERMINE FORCES IN THE ENVIRONMENT
- DETERMINE FORCES IN THE INSTITUTION
- IDENTIFY SALIENT STRENGTHS
- IDENTIFY PARTICULAR WEAKNESSES
- DETERMINE THE MOST IMPORTANT NEXT STEPS/ STRATEGIES/ACTIONS TO TAKE

- WHAT IS THE ESSENCE OF THE INSTITUTION?

  SOME "BUSINESSES" ARE NOT IN THE BUSINESS THEY THINK THEY ARE IN. FOR EXAMPLE, KZAM RADIO (SEATTLE) IS NOT IN THE RADIO BUSINESS, NOR IN THE NEWS, MUSIC, AND WEATHER-ANNOUNCING BUSINESS, AS IT MIGHT BE ASSUMED. LISTENING CAREFULLY WILL REVEAL THEY ARE IN THE LEISURE/ ENTERTAINMENT BUSINESS AS THEY OFFER (SPONSOR) MOVIES, TRAVEL AND FESTIVALS IN ADDITION TO PROVIDING MUSIC FOR THOSE AT LEISURE. U-HAUL TRAILERS ARE IN THE LOWER-COST, ADVENTURE BUSINESS, "AN ADVENTURE IN MOVING." THE AUTOMOBILE COMPANIES WERE ONCE LARGELY IN THE STATUS BUSINESS (SOME STILL ARE) THEN THE CONVENIENCE BUSINESS, AND NOW PERHAPS MORE IN THE PERSONAL FREEDO BUSINESS. UNIVERSITIES ARE PERHAPS MORE IN THE OPPORTUNITY-HOPE-ENTERTAINMENT-SEX BUSINESS THAN IS "FASHIONABLE" TO SAY.

REPEAT.

- WHAT IS THE ESSENCE OF THE INSTITUTION? A PROVIDER OF UPWARD MOBILITY? A SAFE HAVEN? OR. . . OR . . .?
- THINK BEYOND THE OBVIOUS. FOR THOUGHT STARTERS: WHAT IS AT ITS CORE? ITS SPECIAL SERVICE? ITS UNIQUE ACTIVITY?

WHAT DOES IT DO? WHAT IS ITS SPECIAL CHARACTER? TAKE IT APART?

- RECORD IDEAS ON THE FLIP CHART.
- GO TO STEP TWO.

- RE-EXAMINE THE ESSENCE OF THE INSTITUTION

STEP TWO: ☐

- DESCRIBE THE INSTITUTION
- DETERMINE FORCES IN THE ENVIRONMENT
- DETERMINE FORCES IN THE INSTITUTION
- IDENTIFY SALIENT STRENGTHS
- IDENTIFY PARTICULAR WEAKNESSES
- DETERMINE THE MOST IMPORTANT NEXT STEPS/ STRATEGIES/ACTIONS TO TAKE

- DESCRIBE THE INSTITUTION IN BROAD STROKES: MAJOR ACTIVITIES, DOLLAR VOLUME, PRIMARY CONSTITUENCIES, NUMBER AND DEPLOYMENT OF STAFF AND FACILITIES.
- AT THIS POINT, INTRODUCE A FEW CHARTS OR FINANCIAL STATEMENTS OR REPORTS DESCRIBING THE INSTITUTION AS IT HAS BEEN IN RECENT YEARS.
- THOUGHT STARTERS: RESTATE THE PARETO PRINCIPLE: TYPICALLY 20% OF THE PRODUCE PROCECES 80% OF THE PROFITS; THAT 20% OF THE VOLUME PRODUCES 80% OF THE PROBLEMS--AND SO ON--80:20 ANALYSIS. WHAT ARE THE MAJOR ACTIVITIES OR CASH FLOWS? WHERE ARE BOTTLENECKS? ISOLATE THE STRATEGIC NUMBERS.
- DISCUSS BRIEFLY AND RECORD THE MAIN POINTS ON THE FLIP CHART.
- BEFORE GOING ON TO STEP THREE, BRIEFLY GO BACK TO STEP ONE TO SEE IF THERE ARE NEW INSIGHTS.

Illustration 7 (cont.)

- RE-EXAMINE THE ESSENCE OF THE INSTITUTION
- DESCRIBE THE INSTITUTION

STEP THREE: ☐

- DETERMINE FORCES IN THE ENVIRONMENT
- DETERMINE FORCES IN THE INSTITUTION
- IDENTIFY SALIENT STRENGTHS
- IDENTIFY PARTICULAR WEAKNESSES
- DETERMINE THE MOST IMPORTANT NEXT STEPS/ STRATEGIES/ACTIONS TO TAKE

- LOOKING <u>OUTSIDE</u> THE INSTITUTION ASK WHAT FORCES, MOVEMENTS, CURRENTS, DRIVERS ARE NOW EFFECTING AND ARE LIKELY TO CONTINUE PLACING PRESSURES ON THE INSTITUTION. WHAT IS HAPPENING IN FOUR AREAS:

SOCIAL?

S

TECHNOLOGY?

T

ECONOMICS?

E

POLITICS?

P

- DISCUSS WHAT IS HAPPENING AT LENGTH. ASSESS THE PRESSURE'S DIRECTION AND STRENGTH.
- THOUGHT STARTERS: ENERGY? TAXES? PRICES? ATTITUDES?

NEW PRODUCTS? ALTERNATIVE PRODUCTS? COMPETITION?

SUBSTITUTES? NEW SUPPLIERS? REGULATION?

- BEFORE GOING TO THE NEXT STEP, GO BACK OVER THE LIST OF SUGGESTIONS NOW LOOKING ONLY FOR OPPORTUNITIES.

HIGHLIGHT THE OPPORTUNITIES.

Illustration 7 (cont.)

- RE-EXAMINE THE ESSENCE OF THE INSTITUTION
- DESCRIBE THE INSTITUTION
- DETERMINE FORCES IN THE ENVIRONMENT

STEP FOUR: ☐

- DETERMINE FORCES IN THE INSTITUTION
- IDENTIFY SALIENT STRENGTHS
- IDENTIFY PARTICULAR WEAKNESSES
- DETERMINE THE MOST IMPORTANT NEXT STEPS/ STRATEGIES/ACTIONS TO TAKE

- NOW LOOK INTO THE INSTITUTION. WHAT PRESSURES ARE OPERATING INTERNALLY?
- THOUGHT STARTERS: ANYONE OR ANY FUNCTIONAL UNITS SEEKING CHANGES? WHAT ARE THE ATTITUDES OF KEY SENIOR STAFF? ARE THERE PARTICULAR PRESSURES FOR EFFICIENCY OF OPERATIONS? ANY POTENTIAL NEW ACTIVITIES? TECHNOLOGIES? ANYTHING PHASING OUT? UNDERUTILIZED CAPACITY?
- BEFORE GOING TO THE NEXT STEP GO BACK OVER THE SUGGESTIONS AGAIN ONLY LOOKING FOR OPPORTUNITIES. HIGHLIGHT THEM.

Illustration 7 (cont.)

- RE-EXAMINE THE ESSENCE OF THE INSTITUTION
- DESCRIBE THE INSTITUTION
- DETERMINE FORCES IN THE ENVIRONMENT
- DETERMINE FORCES IN THE INSTITUTION

STEP FIVE: ☐

- IDENTIFY SALIENT STRENGTHS
- IDENTIFY PARTICULAR WEAKNESSES
- DETERMINE THE MOST IMPORTANT NEXT STEPS/ STRATEGIES/ACTIONS TO TAKE

- IDENTIFY SALIENT STRENGTHS
- THOUGHT STARTERS: STRENGTHS CAN BE CONSIDERED IN ANY OF SIX AREAS:
  1. TECHNICAL: Are there strong research capabilities and technological expertise?
  2. PHYSICAL: Is the plant and equipment in good condition? Is there excess capacity?
  3. FINANCIAL: Are funds available to invest in projects?
  4. HUMAN: Is the staff more than adewuate in numbers and knowledge?
  5. LOCATION: Is the institution located well?
  6. IMAGE: Is there confidence in the institution?

Illustration 7 (cont.)

- RE-EXAMINE THE ESSENCE OF THE INSTITUTION
- DESCRIBE THE INSTITUTION
- DETERMINE FORCES IN THE ENVIRONMENT
- DETERMINE FORCES IN THE INSTITUTION
- IDENTIFY SALIENT STRENGTHS

STEP SIX: ☐

- IDENTIFY PARTICULAR WEAKNESSES
- DETERMINE THE MOST IMPORTANT NEXT STEPS/ STRATEGIES/ACTIONS TO TAKE

- IDENTIFY PARTICULAR WEAKNESSES.
- THOUGHT STARTERS: IN COMMUNICATION, STAFF COMPETENCIES, INTERFACES, PRODUCTS (PROGRAMS), PRODUCTIVITY, PRICES (TUITION), INTERGROUP FRICTION.
- BEFORE MOVING TO THE LAST STEP (SEVEN), QUICKLY REVIEW STEPS ONE THROUGH SIX ASKING FOR CHANGES OR REFINEMENTS.

Illustration 7 (cont.)

- RE-EXAMINE THE ESSENCE OF THE INSTITUTION
- DESCRIBE THE INSTITUTION
- DETERMINE FORCES IN THE ENVIRONMENT
- DETERMINE FORCES IN THE INSTITUTION
- IDENTIFY SALIENT STRENGTHS
- IDENTIFY PARTICULAR WEAKNESSES

STEP SEVEN: ☐ • DETERMINE THE MOST IMPORTANT NEXT STEPS/ STRATEGIES/ACTIONS TO TAKE

- AT THIS POINT, AFTER THE REVIEW OF THE SIX PREVIOUS STEPS, WE SEEK TO IDENTIFY THE MOST IMPORTANT, THE CRITICAL ACTIONS THAT MUST DOMINATE ACTION OVER THE NEXT QUARTER, YEAR, OR SEVERAL YEARS.
- THOUGHT STARTERS: CONSIDER ACTIONS RELATED TO:

GEOGRAPHIC AREAS	FLOWS
PARTICULAR PRODUCT LINES	TONE
AN ECONOMIC STRATEGY	BENEFICIATION
A STAFFING STRATEGY	QUALITY
A TECHNOLOGY STRATEGY	COST
THE TIMING OF STRATEGY	SOURCES

- NOW GO BACK AND AGAIN EXAMINE THE EXTERNAL AND INTERNAL FORCES, THE BUSINESS STRENGTHS AND WEAKNESSES, AND THE DESCRIPTION OF THE BUSINESS TO SEE IF NEW IDEAS COME TO MIND.

- FINALLY, ATTEMPT TO COMPLETE SOME OF THE "PULLING TOGETHER" STATEMENTS ON THE NEXT PAGE.

Illustration 7 (cont.)

TRY COMPLETING SOME OF THE BLANKS

_____ AND _____
ARE THE COMBINATION FOR SUCCESS IN THE 1980S.

_____ AND _____
ARE COMPLEMENTARY AND SHOULD BE LINKED TOGETHER.

IT IS NECESSARY TO BECOME MORE RESOURCEFUL WITH _____
AND _____.

CONSIDER REDEPLOYMENT OF _____ AND _____

PERHAPS MERGE _____ AND _____

REVERSE _____

REARRANGE _____

MODIFY _____

LIGHTEN _____

ELIMINATE _____

REPEAT _____

STRETCH _____

Delphi Process for an Institution

The following pages illustrate three hypothetical documents used to invite widespread participation and review. The invitation could be written for faculty, students, trustees, or any constituency. To illustrate the intended adaptability of these management techniques, note only five steps are mentioned. The facilitator could be any member of faculty, the director of planning, a consultant--anyone with group skills.

Illustration 8

The Announcement

Announcing a Planning Seminar

TO: Faculty

FROM: President, Dean, Chairperson

RE: A 1980s planning seminar

About a dozen faculty will meet throughout the day on ___date___ to consider planning emphases for the 1980s. ___name___, who has facilitated a similar planning seminar will assist us. In talking with ___name___, it was decided a good way to get everyone's ideas was to have participation first by having you share your ideas via the attached "questionnaire," then to invite you to observe the seminar in the ___room___ anytime that day, and finally to invite your comments on the recommended priorities at 3:00 when we will adjourn for informal discussion over punch and cookies.

Illustration 9

Request for Ideas

Dear Colleagues:

During ___date___. ___name of group_____ will (1) re-examine the College's mission, (2) assess forces operating in the society, (3) identify our salient strengths, (4) identify our major problems (weaknesses), and from the analysis (5) provide me with advice on the 1980 priorities that should help bring into even better focus our dreams for ___institution's___ future.

Please take a moment to share your perspective on any of the five topics we will discuss:

Mission: What is the essential purpose of ___college___?

Society: What forces are of paramount importance in society?

Strengths: What are some of ___college___ particularly salient strengths?

Problems: What are the particular weaknesses of the college?

Priorities: Considering ___college___ mission, what is happening in society, our strengths, and our problem areas, recommend the most important, the critical priorities for the next three to five years.

Please write your ideas on 5 x 7 cards. Separate cards for each topic.

Send/Give the cards to _____ by _____.

Members of the planning group will be given all the cards by

_____.

Illustration 10

The Agenda

A planning Seminar: Schedule for the Day

8:30 Planning group, _____ meets in ___room___ for coffee and getting acquainted.

9:00 - 12:00 Planning group, with the help of __facilitator__ reasses __institution's__ mission, strengths, and limitations for the benefit of __president, dean, etc.__.

Mission

Society

Strengths

Problems

Priorities

12:00 - 1:15 LUNCH

1:15 - 3:00 Planning group recommends priorities for the 80s.

3:00 Open discussion and sharing with anyone from the college community over punch and cookies.

Part III

Aids for Evaluation

The aids illustrated here provide opportunities to summarize and interrelate the results obtained by the process techniques presented in part II.

Illustration 11 asks for a strategic statement that is related to at least a part of mission. Then asks for details on how that strategy is related to the curriculum, faculty, and so on, according to general classes of action to be taken (maintain, terminate, and so on).

Illustration 11

Guide for Summarizing

Mission
Strategy

	Maintain	Improve	Terminate	Develop New
Curriculum				
Faculty				
Students				
Facilities				
Relationship to other programs				

After plans are proposed and amplified they need an even more careful evaluation. The next two aids are devices to bring assessments. Illustration 12 presents a series of eleven criteria and an acceptable/unacceptable scale to guide judgments. These are more appropriate at the level of broad strategies where the institution relates to the environment. The next device is for assessing specific program elements according to two standards: (1) how important the program or activity is to the evaluators program or activity and how important it is to the institution, and (2) how adequate is that program or activity.

Illustration 12

Criteria and Scale to Test Plans

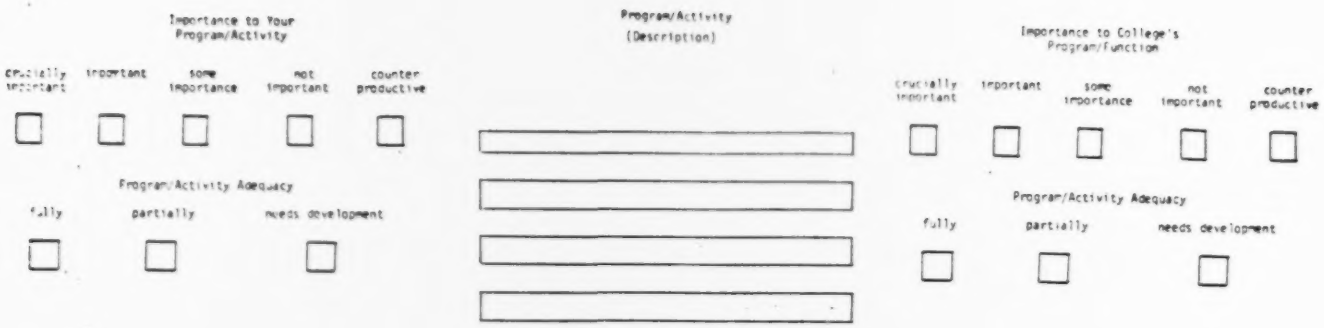
Questions to Test the Viability of the Proposed Strategy

	Evaluative Scale			
	Acceptable		Not Acceptable	
1. Is there clarity of strategy? Does it have operational substance?	Definitive	Substantial clarity	vague	
2. Does it contain elements that clearly respond to critical forces?	Many forces	Some forces	No	
3. Does strategy build upon related and distinctive institutional strengths?	Clearly	Somewhat	No	
4. Is strategy building upon opportunities in the environing society?	Clearly	Somewhat	No	
5. Does strategy consider expectations of constituencies?	Clear Evidence	Some Evidence	No Evidence	
6. Are sufficient resources (human, fiscal physical) available?	Already on hand	Needs some support	Requires too much more	
7. Does the strategy have internal consistency? Are parts related?	Internal consistencies are clear	Some inter-relatedness	Fragmented Approach	
8. Is the strategy compatible with the aspirations of staff?	Enthusiastic endorsement	Some commitment	Departure from wishes	
9. Is the strategy consistent with ethical values?	clearly		No	
10. Is the strategy sufficiently stimulating to personal effort? Will it challenge good minds?	Imaginative, challenging	Satisfying	Status quo	
11. Has this strategy been successful before?	Proven record of success	Untried, but promising	Record of failures	

Illustration 13

Program Assessment:

Need and Quality



Conclusion

These management aids give greater emphasis to the "softer," judgmental side of management. They represent two shifts of emphasis that seem appropriate to the 1980s. First, there should be more attention given to management of the total institution, with an emphasis on the formulation of policy or the alternative term used frequently in recent years - strategy.

Secondly, in recognition of the growing complexity of both institutions and environments, there needs to be a growing recognition of the need for an applied, interdisciplinary approach to the practice of institutional policymaking. Thus, the aids presented here rely on futuristic thinking, sociology, economics, group processes, and other, often electic, approaches.

In addition, there is a growing awareness that the harder, statistical, data driven techniques, often presented as panaceas, may be useful in restricted circumstances, whereas, the adaptable aids presented in this report recognize the need for more contingency approaches to management.

In conclusion, then, as next developments, this brief staff report that has benefited greatly from the ideas of many recommends more interdisciplinary approaches, relying less often on fixed quantitative variables, applied more directly at the policymaking levels in our colleges and universities.*4

4Particularly Roberta Carter, Kent Caruthers, Douglas Collier, Gene Naes, and Robert Shirley.

Some References Useful for Further Analysis of Management Aids

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